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ABSTRACT

An overview is presented of a conference of deans and department chairpersons of schools of education in small private colleges. The conference addressed the topic of the direction that small college education programs must take in order to meet the requirements for effective instruction while remaining financially solvent. An address given from the perspective of a dean at a small college of education noted the problems of administration, ways of making decisions, planning and planning models, the financial future of small private institutions, and developing a consortium. Notes are included on two presentations: "Planning Financial Programs for Small Colleges", and "A Review of Teacher Effectiveness Research". (JD)

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Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities

Conference Proceedings

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Planning and Decision Making to
Improve Teacher Effectiveness
A Conference for Small Colleges and Universities

Conference Proceedings

Conference Overview: The Problems and Promises of a Small College Dean of Education	Dean Leo Leonard University of Portland
Planning Financial Programs for Small Colleges	Dr. Arthur Schulte Vice President for Finance University of Portland
A Review of Teacher Effectiveness Research*	Associate Dean Richard Hersh College of Education University of Oregon
Conference Program	
Conference Attendance List	

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Many thanks to Dr. Harold Stauffer, who assisted with note taking and other duties during this conference, to Dr. Donna Corlett for help with other details and trivia, and to Dean Leo Leonard for support and planning assistance.

Carol Sivage
Proceedings Editor

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* A more extensive review of Research on Teacher Effectiveness submitted by Richard Hersh, may be obtained for duplicating costs by writing to Carol Sivage c/o University of Portland, Portland, OR 97203

CONFERENCE OVERVIEW

The Problems and Promises of a Small College Dean of Education

Dean Leo Leonard
School of Education
University of Portland

INTRODUCTION

The purpose of this conference is to bring together deans and department chairpersons of schools of education in small private colleges to discuss decision making and teaching effectiveness in our institutions. Funding from the Deans' Grant* at the University of Portland and the Far West Regional Liaison Project** has made this conference possible. By the conclusion of the conference the goal of Deans' Grants may be peripheral to a much greater need - that of determining the direction that small college education programs must take in the intervening decade in order to meet requirements for effective instruction while remaining financially solvent.

ADMINISTRATION OF A TEACHER EDUCATION PROGRAM:

In reviewing the literature on administration in higher education, it becomes readily clear that much of the research is as Daniel E. Griffith has stated (P. 2, 1980):

1) It is descriptive,

2) It draws heavily from business management literature, and

3) It lacks any definite focus since the role of dean or director of education is an ill-defined position in the structural organization of the university.

Dr. Griffith further suggests that the entire structure of the university is neither specific nor clearly defined. Present administrative theories and concepts are not adequate to effectively study administration in higher education.

Other researchers have suggested that all administration is essentially just administration, whether it be in a college, the

*The Deans' Grant, is a federally funded grant which assists schools in implementing special education components within the regular curriculum.

**Providing support to Regional Deans Grant Projects and located at the University of Oregon.

military, business, or the social services. Generally, I would concur in this view of universality, though there are some unique differences between education and the other organizations. The ill-defined roles of university administrators is a prime cause of that difference. There is a further difference, in kind, and in degree, between administration in public and private institutions which is due to traditional expectations between the institution and administrator.

Since the Sheriff and Smith studies of the late 1940's on leadership styles, many studies have highlighted the different modes and roles of effective leadership and administration. Today, the shorthand of higher education and administration alludes to Theory X, the authoritarian leader, the Theory Y laissez faire leader, and the Contingent Management Leader -- which is a combination of styles which are flexibly applied to the particular goals and tasks at hand. All administrators can be placed in one or more of the categories, according to the theorists. However, this scheme of leadership styles seems to oversimplify matters and fails to declare which style is most appropriate for administrators in higher education. Appropriate style may be more a result of personality and experience than a result of any effective study on leadership. This is especially true in considering small schools of education where a typical staff/line structure is virtually non-existent.

WAYS OF MAKING DECISIONS AND PROMOTING LEADERSHIP:

One of today's speakers, Dr. John Bryson, is interested in gathering data and input on how small schools make decisions. I have suggested that this decision making process is different both in degree and kind from larger schools and certainly from business and the military. This criteria of difference from larger public institutions and other administration may be directly due to the:

1) Size of the institution and staff,

2) Specialized population and service area,

3) Restricted budget,

4) Deans of pursuader and conciliatory agent predominating in small faculties,

5) Face-to-face relationship of students and faculty in a small school,

6) Religious or spiritual atmosphere and sense of special mission that often exists in private schools, and

7) Expectation of the school and the administrator as "in loco parentis".

There is limited research focusing on these problems. The process and exercises we go through here today may prove to be valuable in designing strategies for research on small schools.

PLANNING AND PLANNING MODELS:

Involved in all sound administration is the use of a planning and systems design model. To use a formalized and rigid model for decision making and contextual design with a faculty of five is questionable unless the model is simplified and adapted to specific capabilities of the small school. Decision principles based on the kinds of concerns, problems and politics inherent in a large organization are either non-existent, reduced, or focused differently in small schools. Time lines used in planning change are so different in a small school that planning theory built for large faculties has little value or guidance in our decision making process. And yet decisions must be made, and in the last analysis, we must develop the ability to provide quality program for our students, while complying with state and federal standards.

TEACHER EFFECTIVENESS RESEARCH:

Over the years authors such as Duncan and Biddle have addressed the study of teaching. The authors are concerned with what constitutes teaching effectiveness. They have described teaching,

> as an art, as obvious, as a science; as a reflection of learning, as a construct, as a system model composed of a series of sequential steps in instruction, and as a way of interacting in the classroom social system.

Other authors such as Rosenshine, B. O. Smith, Joyce and Weils, and Gary Borich have catalogued a variety of research based descriptive statements on both teaching models and characteristics of effecive teaching. The promoters of such models see each of their recommendations as at least a partial panacea to chronic curriculum and instructional illness. Effective teaching is the vehicle to promote a student's spiritual and educational growth. It is also the way to impart skills, knowledge and attitudes necessary to the mission of schools of education. The research in this area has new and exciting possibilities. These current theories, supported by research, should be integrated into an effective teacher-learner program.

FINANCIAL FUTURE OF SMALL PRIVATE INSTITUTIONS:

Financially the future is clear. The prediction, statewide, regionally, and nationally over the next decade is for declines in student populations in both public and private schools. In a

recent article by Clark and Guba, the demographics and contextual features among schools, colleges, and department of education are compared.

In unmistakeable terms the authors describe the major social impact of private institutions. While there are a relatively large number of private teacher training schools, the total student population they serve is small. Nevertheless, the private sector has a major social impact, because of: the type of student, the type of sub-culture served by the institution, the political impact of the sub-culture and the sub-culture institutions on local, regional, national audiences.

If our population is predicted to become smaller, our impact on the larger community will also diminish. This presents a circular equation: Less impact equals less money, equals less students, equals less impact. Even if the population remains constant or slightly increases, the task is difficult. We must remain competitive in the marketplace against spiraling double digit inflation. Program development in such an environment becomes more difficult when what constitutes effective administration or effective teaching is less than clear. Private institutions must then:

1) Develop a single structural model or else foolishly attempt to be all things to all people;

2) Follow the lead of larger public institutions, even if it means discarding our primary mission;

3) "Play it by ear", in making decision, seeking change, and evaluating our progress -- remembering to always sell pribate education regardless of the real quality of the product.

Our dilemma is a common one. We must promote change and meet the requirements of our own identified mission, as well as requirements of the state, the federal government and special interests. At the same time we are expected to offer quality programs and fulfill the stewardship of our constituency.

DEVELOPING A CONSORTIUM:

The umbrella which covers the topics within this meeting relate directly to decision making and ways of dealing with Public Law 94-142. All of us must meet this mandate. But the requirements of P. L. 94-142 can act as a catalyst. The long term outcome of this meeting may well assist us to find ways to effectively work together to shape our own destiny. A consortium, however loosely or formally defined, may be a way of collectively using resources and staff as a means to answer questions on effective administration, curriculum change and teaching in small colleges. Practically, a consortium may be the way to share grants, provide consultative services, and meet community and specific population needs.

With few exceptions we are Christian based, social action oriented, and subscribe to the concept of a liberal education as paramount in preparing our students for any profession. Teaching among our member institutions is seen more as a stewardship and a mission than as a job. From this shared basis it is important to ascertain our collective needs, share our ideas and find ways to promote change. This meeting may allow us to recognize a common mission and spirit. Collectively, we can prepare to shape the future, rather than being in the unenviable position of having to react to it. We have the opportunity to share ideas and plan for the future in this, the first meeting of its kind.

By the conclusion of this conference, the Deans' Grant goal of assisting schools to implement special education components within the regular education curriculum may become peripheral to a much greater goal, assuming the survival of effective teacher education programs through the collaborative efforts of small private institutions.

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PLANNING FINANCIAL PROGRAMS FOR SMALL COLLEGES

Notes from a Presentation by: Dr. Arthur Schulte
Vice President for Finance
University of Portland

Private colleges and universities have several advantages in that they can more easily maintain academic freedom, they represent altruistic human values, they provide a standard for individual leadership, and finally, they are tax free.

The Challenge of the Future

But private institutions of higher education face a challenging future in which:

1. Few are prosperous,
2. One out of three institutions will close,
3. Faculty salaries are not competitive with the state system,
4. Heavier teaching loads will be common,
5. Energy will have to be conserved, and
6. Some necessary maintenance will be delayed.

External forces such as OSHA, Affirmative Action, the excessive number of Federal reports, Title IX, womens' athletics, will all affect funds available in the future. Cuts will come in library books, travel, and sabbaticals for faculty.

The student population and enrollment faces a decrease in the number of 19 year olds coming of college age.

The undergirding inflation rate is 9%, but institutions are faced by double digit inflation on many materials and salaries they must pay.

Current and Future Funding Support

Tuition and fees provide 75% of our income in private institutions, hence the tuition rate is a crucial decision for it affects our survival. Student aid must constantly increase to keep up with tuition increases. The financial package we provide must make it possible for students to attend. One great help has come from the extension of the BOEQ grants, which now make it possible for parents to borrow, regardless of income. Middle income parents will benefit the most from this provision. Harvard already presents students with a $10,000 yearly package for tuition and fees, and other private insitutions will be at that same level by the mid-1980s.

The remaining 25% of our income derives from contributions and will become more difficult to maintain since we are competing for dollars with many public and private institutions such as zoos and museums as well as the public schools. Inflation is

making rich people cautious, uncertain, and concerned. Therefore small private schools must depend more on deferred giving through trusts, and wills.

There are three basic reasons for giving to a college:

1. University mission and character,
2. Strength of the academic program, and
3. Financial stability of the institution.

Every year we have been able to defeat prospective laws to restrict private giving, (i.e. changes proposed by Senator Hatfield) which would permit only a standard deduction for everyone regardless of contributions.

We must look to the new administration for priorities on student aid, research funding, and categorical or general aid for education.

Stability and Survival

Financial stability is vital for our survival. We must face the problems developing in the near future; tuition rates will be increasing at an even faster rate in order to keep up with inflation, contributions must increase, and double digit inflation must be reckoned with. In order to compete, small institutions must have a dedicated and competent faculty who are willing to make sacrifices and work hard. We must have careful and conservative financial management, and we must look to new sources of income: new gift givers and new programs attracting older and more culturally diverse student populations. We must cooperate with others in simular situations for there is strength in cooperative diversity.

A REVIEW OF TEACHER EFFECTIVENESS RESEARCH

FROM THE ADDRESS BY DR. RICHARD HERSH, UNIVERSITY OF OREGON, ASSOCIATE DEAN, SCHOOL OF EDUCATION

Schools of Education face a future clouded by demands for retrenchment, especially in light of the new political climate where voices are heard demanding that Teacher Center funding be eliminated, that funding for minorities be cut, as well as numerous other funding deletions. Research on teacher effectiveness is being coordinated through a NIE Grant at the University of Oregon. The Grant will focus on the general question "How do the social and psychological aspects of teachers affect student outcomes?" The question has great significance for university teacher preparation programs. A useful metaphor presents research as a series of lenses on a camera: the wide angle lens looking at the community, the normal lens aimed at the school, the telephoto lens trained on the classroom. From a distance, schools may appear to be benign but upon close inspection, classrooms may be tense and divided.

Early research on indicators of quality of teaching focused on materials, time, square feet, books. More recent research has looked at the social climate, i.e. Coleman's thesis that schools do not have much effect upon achievement, but that social input is the main determinant of output. School resources make little differences in the product, according to Coleman. There is disagreement with both the early research model and with Coleman's assessment, because evaluation must take into account students, teachers, and their incredibly complex interaction in the classroom. Teaching is a presumptuous activity ... we presume learning will take place, but classrooms are composed of both individuals and groups. Our major task is measurement of the interaction taking place in the classroom group, while we must teach to the individuals in the group.

Teacher Performance

Teacher performance is either highly prescribed or free. The teacher is a member of a classroom group and his presence as a professional, a scholar, and a person makes a great difference in this group. The theory of mastery learning in the classroom is made very difficult in a group situation since mastery learning is based on the tutorial model. The group exerts a cumulative effect on the students and the teacher as the year goes on and there generally is a reduction of management problems which consequently contributes to learning time.

Differential Skills

Different teachers affect different students differently. For instance, new teachers may work better with slow learners,

experienced teachers can turn off slow learners, as research documents.

Some conditions for teaching prevent teachers from becoming successful. Schools must allow teachers control of resources. The experience of Marva Collins, a Chicago teacher who controlled her private classroom of previously failing students and turned them around by eliminating recess, P. E. and all interruptions, is an example of someone who overcomes public school restrictions by starting a private school.

Time on Task

Other studies indicate that the quantity of education determines the level of achievement. Time has become the big consideration lately. Learning rate and time on task are the crucial variables. Total learning time involves homework, and interruptions interfere with learning. Therefore, we must maximize students engagement in learning and keep them on task. Grouping is one means for improving achievement.

Students read the teacher's intent in the class and competent students also scan the class for clues. According to Glasser, teachers must also be expert in "reading" the class and must know whether they are getting students' attention and how to adjust if they are not getting attention of students.

Differential Scheduling and Class Size

The research done by McDonald and others indicates that the amount of time on task in the second grade was crucial, and that by the fifth grade the teacher had become more directive. Peer groups may affect learning regardless of whether they are inside or outside of the classroom. The results are mixed because of differences in the way schools operate. Research on achievement and class size is mixed for classes between 25 and 30, but rather consistent for class size between 15 and 20 though teacher style is a strong influence. Basically though, children learn more when they are kept on task by caring teachers using resources wisely.

Implications for Teacher Training

Teachers must maintain momentum and pace, they must maximize on task time, and must balance group and individual attention. Teacher's expectations tend to be geared to the lower middle end of the class. We must increase the repertoire of teacher skills, expand their concepts of themselves as change agents, give them a better understanding of the psychology of learning, and improve their self evaluation skills. The Deans' grants present an opportunity to get better control of teacher education and the conditions under which that education takes place.

C O N F E R E N C E A T T E N D A N C E

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Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities

Friday, Nov. 7, 1980 8:30 a.m.—4:00 p.m.
Saturday, Nov. 8, 1980 9:00 a.m.—12 noon

at
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A G E N D A

Friday, November 7, 1980

8:30--	Registration and coffee	
9:00--10:00	Introduction and Welcoming Remarks	Dean Leo Leonard University of Portland
10:20--12:00	Teacher Effectiveness Research Implications for Reforming Teacher Education	Richard Hersh Associate Dean University of Oregon
12:00-- 1:30	Buffet Luncheon: Financial Futures of Small Private Institutions	Dr. Arthur Schulte Financial Vice-President University of Portland
1:30-- 4:30	Decision Making Processes in Small Private Universities-Simulation and Training Exercise	Dr. John Bryson Hubert Humphrey Institute of Public Affairs University of Minnesota
5:00-- 7:00	No Host Social- Jamoke Landing	

Saturday, November 8, 1980

8:45--10:15	Making Curriculum Happen- Practical Tips for Decision Makers	Dick Walker - Moderator, Oregon College Education Faye Haisley - University of Oregon Cheryl Scanlon - Portland State University
10:30--12:00	Developing a Consortium: Types and Benefits to Teacher Education Programs	Carol Sivage - Moderator University of Portland and panelists and conference participants